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SURVEY OF BIBLIOGRAPHIES AND REFERENCE WORKS ON ASIA, AFRICA, LATIN AMERICA, RUSSIA, AND EAST EUROPE--AND COMPILATION OF BIBLIOGRAPHIES ON EAST ASIA, SOUTH ASIA AND AFRICA SOUTH OF THE SAHARA FOR UNDERGRADUATE LIBRARIES. INTERIM REPORT, PHASE ONE.

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DESCRIPTORS- *BIBLIOGRAPHIES, *COLLEGE LIBRARIES, *FOREIGN COUNTRIES, *LIBRARY MATERIALS, *REFERENCE MATERIALS, CONFERENCES, ELECTRONIC DATA PROCESSING, FOREIGN LANGUAGE BOOKS, FOREIGN LANGUAGE PERIODICALS, UNDERGRADUATE STUDY, CHICAGO, DATATEXT, ASIA, AFRICA, LATIN AMERICA, RUSSIA, EUROPE, NEW YORK,

THE PURPOSE OF THE PROJECT IS TO ASSIST UNDERGRADUATE LIBRARIES IN STRENGTHENING THEIR RESOURCES ON AREAS OUTSIDE THE PERIMETER OF WESTERN CIVILIZATION USUALLY GIVEN LITTLE ATTENTION BY AMERICAN COLLEGES, WITH SPECIAL EMPHASIS ON EAST AND SOUTH ASIA AND AFRICA SOUTH OF THE SAHARA. UNDER THE PROJECT'S FIRST PHASE, A PANEL OF LIBRARY ADVISERS WAS ESTABLISHED, AND PRELIMINARY VERSIONS OF A GUIDE TO REFERENCE MATERIALS ON NON-WESTERN EUROPEAN AREAS AND BIBLIOGRAPHIES ON EAST ASIA, SOUTH ASIA, AND AFRICA SOUTH OF THE SAHARA HAVE BEEN COMPILED BY COLLATING EXISTING BIBLIOGRAPHIES AND ADDING RECENTLY PUBLISHED ITEMS. THE BIBLIOGRAPHIES WERE PREPARED BY COMPUTERS, USING WITH SUCCESS THE DATATEXT SYSTEM FOR SOURCE DATA ENTRY. THE FINAL VERSIONS WILL BE ISSUED AFTER REVISION AND GRADING BASED ON ADVICE FROM SCHOLARS AND LIBRARIANS. INCLUDED AS AN APPENDIX IS THE REPORT OF A CONFERENCE ON THE PLACE OF NON-EUROPEAN LANGUAGE MATERIALS IN UNDERGRADUATE LIBRARIES (CHICAGO, NOVEMBER 17, 1967). TOPICS DISCUSSED BY FACULTY AND LIBRARIAN PARTICIPANTS INCLUDE THE IMPACT ON UNDERGRADUATE LIBRARIES FROM IMPROVED LANGUAGE INSTRUCTION AND INCREASING FACULTY NEEDS FOR RESEARCH MATERIALS IN NON-ENGLISH LANGUAGES. CONFERENCE RECOMMENDATIONS ON APPROPRIATE ACQUISITIONS IN THESE AREAS CONCLUDE THE REPORT. ALSO APPENDED IS A PAPER READ AT THE CONFERENCE--"SOME REFLECTIONS ON THE USE OF RUSSIAN LANGUAGE MATERIALS ON THE COLLEGE LEVEL AND DESIRABLE FUTURE DIRECTIONS IN THIS AREA," BY DOUGLAS READING. (JB)

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Interim Report, Phase One
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November 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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Interim Report. Phase One

Project No. 50931
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Ward Morehouse

November 1967

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New York, N.Y.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Introduction.

The purpose of the project is to assist undergraduate libraries in strengthening their resources on certain "neglected" foreign areas i.e., those areas largely outside the perimeters of Western Civilization and traditionally given little attention by American colleges and universities. The project has dealt with all such areas (Asia, Africa, Latin America, Russia and East Europe); special emphasis has been placed on three regions - East Asia, South Asia, and Africa south of the Sahara. Programs of study on these areas cannot be effective without adequate library resources for student and faculty use; such resources are at present woefully inadequate.

While the need for stronger undergraduate library resources on "neglected" foreign areas is found throughout American higher education, it is especially acute in colleges and universities in New York State and has been compounded by recent activities of the Center for International Programs and Services of the sponsoring institution. A number of modest matching grants to colleges have been made out of funds received from private foundations in support of different aspects of the Center's programs in undergraduate education to secure basic library materials on the "neglected" foreign areas, but frequently the desired works have not been available. There are, furthermore, more than 80 institutions in New York, faculty of which have participated in various seminars, faculty research, and fellowship programs organized by the Center for International Programs and Services. The faculty members involved in such programs customarily request library acquisitions on the basis of bibliographic guidance offered in the programs - only again to be disappointed because the books are not in print or cannot be found.

The preliminary bibliographies on East Asia, South Asia, and Africa south of the Sahara and the guide to reference works on the world beyond Europe are one step in meeting the needs described in the preceding paragraphs. In their final form, these bibliographies - graded as to relative degree of essentiality for undergraduate studies, keyed to critical reviews in journals, and with notes on availability in print or microform - should be of substantial help to librarians in strengthening their holdings of materials on areas of the world outside the perimeters of Western civilization.

The preliminary bibliographies represent a collation and up-dating of existing sources of bibliographic guidance and experimental use of computers in order to facilitate retrieval and processing of material.

The bibliographies and reference guide compiled under the project will be circulated to scholars and librarians for comments and criticism and the entries will be graded as to degree of essentiality for undergraduate instruction. The final versions, to be produced in June, 1969, will reflect these suggestions.

Method

At the inception of the project, a panel of library advisers was selected to provide guidance for the project. The panel consists of: Nancy Devine, Assistant Librarian, Mt. Holyoke College; Dorothy Drake, Librarian, Scripps College; Anne C. Edmonds, Librarian, Mt. Holyoke College; and Evan Ira Farber, Librarian, Earlham College. The library panel assisted in establishing the subject and country categories for the three bibliographies on East Asia, South Asia, and Africa south of the Sahara and in identifying the bibliographies and journals from which the material was to be collated. Sources used included: American Universities Field Staff, A Select Bibliography: Asia, Africa, Eastern Europe, Latin America and its supplements for 1961, 1963, and 1965; Helen F. Conover, Africa South of the Sahara: A Selected, Annotated List of Writings; Kenneth M. Glazier, Africa South of the Sahara: A Select and Annotated Bibliography; Charles O. Hucker, China: A Critical Bibliography; Bernard Silberman, Japan and Korea: A Critical Bibliography; J. Michael Mahar, India: A Critical Bibliography; Maureen Patterson and Ronald Inden, South Asia: An Introductory Bibliography; Joseph W. Elder, Civilization of India Syllabus; and reviews in the following journals: Choice, Africa Report, and Journal of Asian Studies.

Two meetings of the panel of library advisers were held, and one special meeting was held with both the panel of library advisers and a small group of scholars in the African field to establish country breakdowns for Africa south of the Sahara. In addition, the staff compiled lists of reprints and materials in microform. These lists were then checked against the books in the bibliographies. All American titles were also checked against R. R. Bowker's Books in Print, USA, 1966.

The greatest problem encountered in the project was working out the computerized aspects of data entry and sorting. At the inception of the project no one on the project staff had had any previous experience in working with computers, programming, or any of the procedures for entering material in machine-readable form. In some ways, this lack of experience ultimately became an advantage, but, in general, it is advisable that persons contemplating computerized projects learn as much as possible about available equipment and costs before embarking on any such project.

In this particular project, for various reasons, including the absence of a professional key-punch operator on the staff and the lack of interest or cooperation on the part of the first service bureau contacted, alternatives were carefully investigated. As a result of these investigations, the staff decided that a new IBM system, Datatext, which had recently become available in New York City, was the most suitable system for data entry for the project.

Datatext, a text retrieval system provides a mechanism for entry of data, but does not have the capability of sorting. It uses a regular IBM Selectric typewriter tied to a computer by a telephone line. Any

typist or secretary can learn to operate it after two days of training provided free of charge by IBM. Material is entered into the system by typing it. After the material is entered, punch cards or magnetic tape are created by computer, thereby eliminating the possibility of key-punching errors. This material is then ready for sorting on other computers.

In addition to creating tape or punch cards automatically, another decided advantage of Datatext is the ease of making corrections and the fact that all proofreading is done from typed copy. No type of correction requires a significant amount of retyping; misspelled words can be replaced, omitted lines inserted, and extraneous material erased.

For this particular project, Datatext eliminated the necessity of typing all of the material for outside key-punching, proofreading the material before key-punching, proofreading the key-punched material, having the material key-punched again and proofread again. The use of Datatext made it possible to type the material only once and proofread it only once.

Furthermore, Datatext is the only system the staff has discovered that has upper and lower case capability. The staff felt that upper and lower case, rather than only upper case, was important for the users of the bibliographies produced by the project because upper and lower case is more readable if one has to use it intensively over long periods of time and makes possible greater precision in handling details of bibliographical entries.

At the same time that the staff was looking into the best methods for data entry, the question of whether any programs existed for sorting the material was also investigated. Although a very simple program was all that was required, none of the existing ones were exactly right for the project. A program for sorting bibliographic material by country and subject and alphabetically by author was written for the project by a service bureau. The program belongs to the project and is available for use by others with similar needs.

Results

Under the first phase of the project an annotated guide to reference works on non-Western European areas and basic bibliographies on East Asia, South Asia, and Africa south of the Sahara for undergraduate libraries were produced. The bibliographies cover the following subjects: General Reference and Bibliography; Geography; History; Government and Politics; Economics; Sociology, Anthropology, and Linguistics; Literature; Religion; Art; Performing Arts; and Science. The East Asia bibliography contains some 3,000 entries, South Asia, 2,700, and Africa south of the Sahara, 1,500.

Discussion

During the process of surveying and collating the various existing sources of bibliographic information on East Asia, South Asia, and

and Africa south of the Sahara, the project discovered that the great majority of such sources were compiled in ways that made them less useful to the needs of librarians than might have been the case. For example, in all instances but one, the bibliographies contained no title index, a fact which greatly increases the necessary time for verifying holdings or preparing order cards. In addition, the annotations in some existing bibliographies merely stated that a particular book was an "important standard work" and gave no indication as to the subject matter covered in the volume. It is hoped that the present bibliographies have avoided many of these inadequacies and that the final versions, keyed to reviews in scholarly journals and useful annotations in existing bibliographies, will prove more useful than those presently available.

Because the staff of the project could not foresee all of the implications of producing the bibliographies by computers, there are some duplications of entries in these preliminary versions and some of the entries are not completely alphabetical. A very simple change in the control fields will correct these errors in the final versions. The same is true of some of the subject headings, especially in the bibliography on South Asia, which do not apply to all the countries covered in the bibliography.

A conference on the place of non-European language materials in undergraduate libraries was held on November 17th at the Knickerbocker Hotel in Chicago. Fifteen faculty members and librarians from undergraduate institutions participated. The conference concluded that non-Western European language materials do have a place in undergraduate libraries where instruction in the related languages is sufficiently well developed. The student demand for such materials will increase in coming years and decades as instruction in more of the world's major languages spreads not only to colleges but also to secondary schools and as the quality of instruction improves. Faculty interest in and use of non-European research materials has already spread widely to undergraduate institutions in recent years. The kinds of non-European language materials acquired should, however, be limited to reference works, bibliographies, language teaching materials and the like, and major reliance should be placed in using more effectively, particularly through new technological developments, the resources of large research libraries for both student and faculty use. A report of the conference may be found in Appendix I of this report.

Conclusions, Implications, and Recommendations

Under the first phase of the project, preliminary versions of a critically annotated guide to reference works on non-Western European areas and three bibliographies, containing some 7,000 entries, on East Asia, South Asia, and Africa south of the Sahara have been compiled. These materials will be revised and graded in accordance with comments received from scholars and librarians. The final versions, to be issued in the spring of 1969 should be of substantial help to librarians in strengthening their holdings of materials on non-European areas of the world - namely, Asia, Africa, Latin America, Russia and East Europe.

A conference on the place of non-Western European materials in undergraduate libraries was held. The conference found that non-Western European language materials do have a place in undergraduate libraries where instruction in the related languages is sufficiently well developed. The student demand for such materials will increase in coming years and decades as instruction in more of the world's major languages spreads not only to colleges but also to secondary schools and as the quality of instruction improves. Faculty interest in and use of non-European research materials has already spread widely to undergraduate institutions in recent years. The kinds of non-European language materials acquired should, however, be limited to reference works, bibliographies, language teaching materials and the like, and major reliance should be placed in using more effectively, particularly through new technological developments, the resources of large research libraries for both student and faculty use.

The fact that the bibliographies were produced by computer seems to indicate that computers can be used in a variety of ways to process materials in the social sciences and humanities. Computers make possible instantaneous cumulation and more refined classification systems leading to "hand-tailored" bibliographies on special subjects.

The program which was written for this particular project is available for use by others with similar needs. In addition, experience with IBM's Datatex system for source data entry has indicated that it has many advantages over commonly used methods for source data entry. The staff of the project would be more than willing to assist others who are interested in using this system.

From experience gained over the past eighteen months, it is safe to say that estimates and actual costs can be extremely disparate and ways of doing the job recommended by those not familiar with the educational purposes of the project may not always be the most desirable. The control fields for the computer program were devised by the project staff which had no previous experience in such matters with a wide variety of outside advice. In this particular case, because coding was relatively simple, this procedure worked, and the control fields designed by the staff were adequate. This procedure is not, however, recommended. It is preferable to have a knowledgeable consultant set up the control fields and test them to make certain that they obtain the desired information before any time is spent in entering the material. This type of experience is much more widely available than is generally realized and should be utilized. The staff of the project would be more than glad to provide guidance in locating such persons.

Over the past few months, furthermore, the staff of the project has discovered that quite a few programs for sorting and printing bibliographic material in the social sciences and humanities have been developed. Before investing in programming costs, therefore, it would be wise for individuals or institutions undertaking computerized

projects to examine programs already available. For the most part, these programs are in the public domain.

Summary

The project has been concerned with undergraduate library resources on certain "neglected" foreign areas - i.e., those areas largely outside the perimeter of Western civilization and traditionally given little attention by American colleges and universities. The project has dealt with all such areas (Asia, Africa, Latin America, Russia and East Europe); special emphasis has been placed on three regions - East Asia, South Asia, and Africa south of the Sahara. Programs of study on these areas cannot be effective without adequate library resources for student and faculty use; such resources are at present woefully inadequate.

The preliminary bibliographies on East Asia, South Asia, and Africa south of the Sahara and the guide to reference works on the world beyond Europe compiled under the project are one step in meeting these needs. These bibliographies were compiled by collating existing bibliographic materials and adding new books which had appeared since these works were issued. The sorting, alphabetizing, and printing of the bibliographies was accomplished through the use of computers. The bibliographies cover the following subjects: General Reference and Bibliography; Geography; History; Government and Politics; Economics; Sociology, Anthropology and Linguistics; Literature; Religion and Philosophy; Art; Performing Arts; and Science. The East Asia bibliography contains some 3,000 entries, South Asia, 2,700, and Africa south of the Sahara, 1,500.

In addition, a conference was held to discover the need for non-Western European language materials in undergraduate libraries. The conference concluded that non-Western European language materials do have a place in undergraduate libraries where instruction in the related languages is sufficiently well developed. The student demand for such materials will increase in coming years and decades as instruction in more of the world's major languages spreads not only to colleges but also to secondary schools and as the quality of instruction improves. Faculty interest in and use of non-European research materials has already spread widely to undergraduate institutions in recent years. The kinds of non-European language materials acquired should, however, be limited to reference works, bibliographies, language teaching materials and the like, and major reliance should be placed in using more effectively, particularly through new technological developments, the resources of large research libraries for both student and faculty use.

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THE PLACE OF NON-EUROPEAN LANGUAGE MATERIALS IN UNDERGRADUATE LIBRARIES

Report of a Conference

Summary: Non-Western European language materials do have a place in undergraduate libraries where instruction in the related languages is sufficiently well developed. The student demand for such materials will increase in coming years and decades as instruction in more of the world's major languages spreads not only to colleges but also to secondary schools and as the quality of instruction improves. Faculty interest in and use of non-European research materials has already spread widely to undergraduate institutions in recent years. The kinds of non-European language materials acquired should, however, be limited to reference works, bibliographies, language teaching materials and the like, and major reliance should be placed in using more effectively, particularly through new technological developments, the resources of large research libraries for both student and faculty use.

A conference on the place of non-European language materials in undergraduate libraries was held on November 17th at the Knickerbocker Hotel in Chicago. Fifteen faculty members and librarians (listed in Attachment No. 1 to this report) from undergraduate institutions participated.

One aspect of the conference was to explore what the needs of undergraduate libraries would be as a result of improved language instruction in colleges and high schools, and especially increased instruction in the languages of Asia, Africa, and other non-European areas of the world. Professor Douglas Reading of Colgate University opened the discussion by commenting upon the increased proficiency of undergraduates in the use of Russian language materials. Although only a small proportion of students have sufficient competence to use materials in Russian for research, the number is growing. Professor Reading suggested that the most useful types of Russian language materials for undergraduate libraries

to acquire would be newspapers, journals, and political writings. He also urged cooperative acquisitions by neighboring institutions to conserve limited library budgets. The background statement prepared by Professor Reading and circulated in advance of the conference to participants is Attachment No. 2 to this report.

In the discussion which followed, it was noted that the needs of students in the first year or two of language study would be minimal and probably confined to instructional tapes which might be a library responsibility. Even undergraduate students with three or four years of language training at many institutions, rarely do research in languages other than English except in literature courses given in other languages. Once again it was pointed out that as language instruction at the lower division college and high school level improves, there will be more student demand for materials in other languages. A few basic journals or newspapers in other languages were again recommended, as well as reference materials such as dictionaries. It was also noted that in addition to Russian, only a few other major non-Western European languages such as Chinese, Japanese, Arabic, and possibly one or two of the major Indian and African languages would ever be likely to be of concern to the undergraduate library (except for instructional materials).

For example, Earlham College at which three years of the Japanese language are taught is buying reference materials in Japanese, but most of its other purchases are English language materials about Japan. Monmouth College is considering acquiring reference books, periodicals, and modern literature in Japanese. One concrete possibility emerging from the conference was to have lists of such reference materials in Japanese, Chinese, and perhaps one or two other languages prepared as a source of guidance to undergraduate libraries interested in acquiring such materials.

Undergraduate institutions also face the problem of lack of competent staff to catalogue materials in non-European languages. It was suggested that faculty members with competence in the language in question could be used to assist in ordering and cataloging.

The second question the conference considered involved the needs of faculty members in liberal arts colleges for materials in non-European languages for their own research and writing. It was felt that the library usually reflected faculty interests rather than student needs. (Several participants observed, these considerations notwithstanding, that many undergraduate libraries do reflect faculty interests, at least in terms of teaching rather than student needs and that a good college librarian has a major responsibility to fill in the gaps not represented by current faculty concern in order to achieve a balanced collection. For non-European areas of the world, with which most undergraduate librarians are unfamiliar, this requires special help with bibliographies, reference materials, acquisition sources and the like.)

A large investment of funds for any one faculty member's personal research needs was felt to be unwise since the faculty member concerned might go elsewhere in a few years, and the library would have to start all over again trying to meet the needs of another individual with quite different interests. A better policy would be to allow the faculty member to spend some time at a major research library, perhaps with support from his own college. It was noted that faculty members with research interests involving non-European language materials have suffered even more from the intellectual isolation of an undergraduate teaching situation removed from a large university center of advanced training and research than do many of their colleagues in more "conventional" fields of interest and that special efforts do need to be made in seeing that the requirements of these faculty members are, as far as possible, met in one way or another, lest they leave undergraduate

teaching to return to the major universities where they were trained and which are in many ways more intellectually congenial to persons with their research interests.

Technological developments affecting libraries such as facsimile transmission, teletype connections with large research libraries, and fast and economical reproduction of library materials through Xerox and other processes should also be exploited in meeting both faculty and student requirements for materials in non-European languages. For this reason, college librarians have to find more effective means to draw on the resources of large research libraries, even if such access might involve some sort of annual "service" fee. The use of new technical advances such as computers is also expected to assist in the problems of acquiring and cataloging materials in non-European languages. In order to take advantage of these advances, undergraduate libraries should emphasize purchasing reference books, bibliographies, and indexes in order to be aware of what is available and where it might be located.

It was further recommended that colleges which are initiating foreign area study programs should include the librarian in the planning of the program and that faculty members consult with librarians in planning their course assignments.

Attachment No. 1

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Attachment No. 2

SOME REFLECTIONS ON THE USE OF RUSSIAN LANGUAGE MATERIALS ON THE COLLEGE LEVEL AND DESIRABLE FUTURE DIRECTIONS IN THIS AREA

by

Douglas Reading
Department of History
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for

Conference on the Place of Non-Western European Language Materials
November 17, 1967, Chicago, Illinois
sponsored by
Foreign Area Materials Center
University of the State of New York

Some Reflections on the Use of Russian-language Materials on the College Level and desirable future Directions in this Area

I submit these thoughts upon the recent past and immediate future of the use of Russian-language materials by undergraduates in American collegiate institutions wholly on the basis of my own personal experience. Any tentative conclusions to be drawn from this experience must be tempered by the circumstances in which I have done most of my teaching. The latter has been largely confined by personal preference to a small (1800 students), long established (1819) Eastern university (Colgate) of high academic standards, possessing an excellent undergraduate library (240,000 volumes), a first-rate teaching faculty, and a highly cooperative library staff. My own field is history, in which, among others, I teach three courses on Russia, namely, the Russian Empire, The Soviet Revolution, and Russian Foreign Policy, 1725-1940; but I have been, of course, well aware of the situation in other Russian studies on campus outside my own immediate area. The Department of Russian at Colgate was established in 1947, and in addition to its instruction at various levels in the Russian language, it has offered annually courses (in English) in literature and in Soviet institutions. Associated courses in history, economics, and geography are provided outside the Department.

Now in terms of this situation covering the last twenty years, what has been the development of actual Russian-language competence among Colgate undergraduates to the point at which they can use the language for research purposes? Are we, in fact, at that point now in which a professor can approach the Order Librarian with orders in hand for Russian-language material, confidently able to justify the expense of these books with the reasonable assurance that they can and will be used by college students and not simply by a few members of the faculty?

I believe we have some answers. As a basis for comparison, it is instructive first of all to examine student competence in the Western European languages. Ten years ago in my experience it was unusual to find an undergraduate -- even among top-level scholars -- who could read with ease historical materials in either French, Spanish, or German. Italian was strictly peripheral or accidental, if it appeared at all. I will not say that now in 1967, by way of contrast, the campus is blossoming with linguistic expertise. Nevertheless, times are, indeed, changing. In the last four or five years I have had several young men in my office planning individual research programs with me, who have not batted an eye, readily answering "yes" to my routine question, "Can you read French?" Investigation proved that they were not exaggerating. I am assured today that now the university averages at least twenty men per graduating class who can do thoroughly competent research in French materials. In Spanish the situation is roughly parallel, while the number of those students who can read German with enough competence for research purposes is -- at a reasonable estimate -- half the total in French and Spanish. I have no doubt that much of this improvement stems from the annual Overseas Study Group conducted by the Romance Language Division. I recall one student in particular, this past year, a Marshall Scholar, who did the bulk of his research in French materials for a Masters in History, working both in France and on campus.

If such is the recent improvement in Western European language studies (and our Library acquisitions increasingly, if gradually, reflect this development) how does student ability to use Russian-language materials presently compare? If, as it does, the answer shows that real undergraduate competence for research purposes is still relatively unusual, it must be emphasized that the vast majority of Western language students begin their studies <u>before</u> they come to college, whereas it is the exceptional undergraduate who has had any opportunity to study Russian before his arrival on campus. Moreover, because

of distance, expense, and political climate it has been impossible to establish an annual Russian Studies Group in the USSR. Relatively few of our students can travel to the Soviet Union, as compared with Western Europe, although the number is slowly increasing each year.

Considering these circumstances, then, perhaps the figure I can provide for the number of students who during the past four years have developed enough competence for research in history and literature, using Russian materials, approximately fifteen men, is not so paltry after all. Next semester I will have a senior who will pursue a course of independent study with me in nineteenth century Russian intellectual history. He expects to divide his time equally between English and Russian materials. Almost all of the latter -- and this is no reflection upon our library -- will have to come from off-campus. Two years ago I had a graduate student who took his Masters in History with us. He based a considerable part of his research (dealing with late nineteenth-century Russian economic problems) upon Russian-language materials. These he found in Syracuse, Cornell, Columbia, and in the New York Public Library.

The problem, in fine, is just emerging. I cannot validly expect the University Library to spend a great deal of money in purchasing Russian materials for the use of a few students. If, however, this number increases, as it most certainly will, then the money will have to be found. This likewise introduces the question of where to draw the line between undergraduate and graduate resources for the library, and I can state hastily that this difficult issue will have to be worked out by our university in terms of its own immediate plans for expansion, whatever they may be.

It must be observed, finally, that the important issue as to just what Russian-language materials for undergraduate needs -- in terms of, say, the next decade, should be selected will require careful consideration by special-

ists in the field. Thus there would be no sound justification for an average small-college library to acquire large collections of source materials in history which are both expensive and unlikely to be used by more than a very few students, whatever their language skills. Examples of this sort of thing might be the one-hundred-odd volumes of Sbornik Russkogo Istoricheskogo Obshchestvo (Journal of the Russian Historical Society), St. Petersburg, 1875-98; or Makarii, Mitropolit Moskovskii, Istoriia Russkoi Tserkvi (The History of the Russian Church), 12 volumes, Moscow, 1868-83. On the other hand, given the tremendous interest in the Soviet Union, the collected works of Lenin, in thirty volumes, Sochineniya (Works), 3rd edition, Moscow, 1928-37, would probably be a wise purchase. Acquisitions in history, of course, are only one aspect of what a library would require for a small, well-balanced Russian collection. Literature, geography, and economics, not to mention some basic scientific works, would all demand consideration. In short, the librarian will have to tread warily and carry a big stick.

This question of Russian-language materials is rendered still more complex by the fact that many of the familiar and recommended Western approaches to history for the undergraduate, such as biography, for instance, are not widely used in the Russian language. For that matter, there is relatively little (apart from lives of the tsars) English-language biography of Russian historical figures, such paucity being partially explained by a lack of Russian interest in that kind of writing and partly because the detailed personal information that biography demands has not been readily available in Russia, or even in existence. Librarians inform me, moreover, that since 1945 the demand for English-language materials in Russian history is constantly increasing; the competition for out-of-print works and even recent books is so great that these materials are often unavailable.

What we have here, then, is a gradually expanding undergraduate technical facility in the Russian language (as well as presumably in other "non-Western" tongues) in the face of the customary library difficulties of (1) limited funds (if more Russian works are purchased, then less of other books will frequently counterbalance this expenditure; (2) potentially competing demands for book purchases from various traditional disciplines; and (3) the problem of the actual selection of appropriate materials for the undergraduate level. If I were to hazard an educated guess, I should think that perhaps the best approach, if not ultimately the best solution, of this compound issue might be found in a suggestion already initiated in some areas: that of combining library facilities and services, and even funds, among several similar neighboring undergraduate institutions within a given region (cf. Mt. Holyoke-Smith-Amherst, U. of Massachusetts, or Colgate-Wells-Hamilton), this with or without any assistance that state or federal governments might be able to provide.